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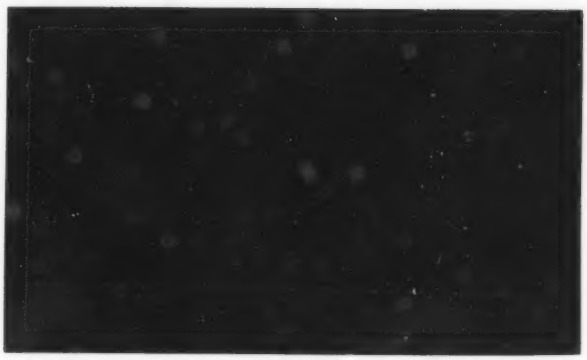

# STUDENT SURVEY OF GRADE 8 TO 9 ORIENTATION PROGRAMS IN SCARBOROUGH SCHOOLS

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# INTRODUCTION

The Grade 8 to 9 Orientation Program document was developed by the Student and Community Services Department in June, 1990. The program components outlined in this document incorporate many of the excellent orientation activities which have been offered by Scarborough schools. It emphasizes that all orientation procedures carried out in Scarborough schools should:

- meet the developmental needs of the early adolescent,
- involve parents in the transition process, and
- improve cross-panel communication.

The program is designed to provide an effective orientation to the secondary school system. It begins in September with an educational planning unit delivered by the elementary counsellor to Grade 8 students. It continues into the fall of the next year with orientation activities for Grade 9 students in the secondary schools. Orientation initiatives vary from school to school to meet local needs, but the major features include:

- an educational unit delivered by the elementary counsellor to acquaint students with the credit system, the OSSD requirements, and a generic overview of the Scarborough secondary system.
- interviews by elementary counsellors with individual students to address personal questions and concerns, and to update student profiles with tentative educational and career goals.
- a Grade 9 orientation program in the secondary panel to address social and academic adjustment issues through activity days and study skills instruction.

- orientation programs arranged by the Business and Technical Institutes or visits by B.T.I. staff/students to familiarize elementary students with their programs.
- a spring orientation program offered by Collegiate Institutes for students who have registered for Grade 9.

In December, 1990, Research Centre staff worked with the Grade 8 to 9 Orientation Committee to conduct a review of the Grade 8 to 9 orientation program offered by Scarborough schools. Discussions within this group suggested that the committee members were interested in obtaining information from the students about:

- implementation of the program outlined in the orientation document;
- effectiveness of the program that was implemented;
- sources of information which were crucial to the students in making their choice of secondary school;
- students' perceptions of future program improvements.

## METHODOLOGY

### Survey Creation

The survey instrument (Appendix A) was developed cooperatively by the members of the committee and the Research Associate based on the model outlined in the orientation document. The focus of the present study was on the responses from the students although both parents and students were involved in the orientation program. Areas surveyed included (i) background information about the students, (ii) implementation and helpfulness of the

orientation program in Grade 8, (iii) activities offered by the secondary schools and the usefulness of such activities, (iv) the importance of the various sources of information to the students in gaining information about secondary school programs, and (v) students' suggestions for future program improvements.

**Sample Selection**

A systematic sampling method was used in this study to get a representative a sample of the Grade 9 student population. Because it was assumed that the students within each school were sufficiently homogeneous, students were first grouped by schools. Starting with a randomly-assigned number between one and five, each school was asked to select every fifth student from the home form or the class list to obtain the targeted sample size (20% of Grade 9 students population enroled in Scarborough schools). The selected students were gathered together in one room to do the survey to ensure a 100 percent return rate. This method of systematic sampling allows the generalization of the results of the survey to the whole population (with 95% confidence).

**Return Rate**

A total of 829[1] questionnaires were received by the Research Centre. This represents a 16.5 percent sample of the total Grade 9 population of 5,026[2] (excluding students who had six or fewer credits). Most schools were able to select the assigned number of students to complete the survey instruments. The questionnaires were analyzed using SPSS/PC + V3.0[3].

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1 Larger than the sample size required to ensure no more than ±5% error (or 95% confidence) between the sample statistic and the population statistics.

2 This number was obtained by adding up the enrolment information supplied by individual schools to the guidance office in January, 1991.

3 Statistical Packages for Social Sciences by SPSS Inc.

## RESULTS

### General Information

- Grade 8 - The largest group of students came from Senior Public schools (54.8%), followed by K-8 schools (36.6%). A small portion of the students came from outside Canada (4.7%), and outside Scarborough (2.9%). One percent (1.1%) of the students did not answer this question.
- Types of Schools - Most of the students said that they were studying in Collegiate Institutes (88.7%); 9.7 percent were in Business and Technical Institutes; and, 1.7 percent did not answer. This sample composition closely reflects the composition of the targeted population of Grade 9 students[4] within the Scarborough Board although the sample had a slightly higher B.T.I. representation than exists in the population (7.9%).
- Semestered/Non-semestered - Fifty-five percent (55.7%) of the students were in semestered schools, 42.5 percent were in non-semestered schools, 0.6 percent checked both, and 1.2 percent did not know.
- Levels of Difficulty - The majority of students (73.8%) were taking most of their courses in advanced level of difficulty, 18.6 percent in general level, 6.4 percent in basic level, and 1.2 percent did not answer.

### Information from the Orientation Program (in Grade 8)

Several questions were asked about (i) the information delivered in the orientation

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[4] There were 4,630 (92.1%) Grade 9 students enroled in C.I.s and 396 (7.9%) in B.T.I.s. (excluding students who had six or fewer credits.)

program in Grade 8 in Scarborough secondary programs, (ii) the interviews with elementary guidance counsellors, (iii) the "Directions" book, and (iv) the visits to secondary schools and parents' nights. Since the helpfulness of these activities can only be judged from responses of students who had attended the activities or had learned about these pieces of information, the analysis was done only for those who said "yes" to the questions.

♦ General Information - More than 70 percent of the students reported that they had learned about levels of difficulty (79.1%), Collegiates (75.5%), OSSD diploma requirements (73.9%), and semestered/non-semestered schools (71.7%) from the orientation program in Grade 8 (Table 1a). Most students (over 80%) who had learned these pieces of information found them "helpful" or "very helpful"(Table 1b). Lower percentages of students had learned about Business and Technical Institutes (59.0%), alternative programs (50.7%), and magnet schools (43.5%) and fewer students (50-60%) found this information "helpful" or "very helpful".

**TABLE 1a: General Information about Secondary Programs**

| | No | | Yes | | No Answer | |
|---|---|---|---|---|---|---|
| | N[5] | % | N | % | N | % |
| Levels of Difficulty | 99 | 11.9 | 656 | 79.1 | 74 | 8.9 |
| B.T.I.s | 264 | 31.8 | 489 | 59.0 | 76 | 9.2 |
| Collegiates | 124 | 15.0 | 626 | 75.5 | 79 | 9.5 |
| Semestered/non-semestered | 156 | 18.8 | 594 | 71.7 | 79 | 9.5 |
| Magnet Schools | 395 | 47.6 | 361 | 43.5 | 73 | 8.8 |
| Alternative Programs | 333 | 40.2 | 420 | 50.7 | 76 | 9.2 |
| OSSD | 136 | 16.4 | 613 | 73.9 | 80 | 9.7 |

[5] Actual number of students.

**TABLE 1b: How Helpful was the Information ("Yes" in Table 1a only)?**

| | Not at All | | Not Very Helpful | | Helpful | | Very Helpful | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Levels of Difficulty | 19 | 2.9 | 91 | 13.9 | 433 | 66.0 | 100 | 15.2 | 13 | 2.0 |
| B.T.I.s | 51 | 10.4 | 148 | 30.3 | 234 | 47.9 | 48 | 9.8 | 8 | 1.6 |
| Collegiates | 19 | 3.0 | 95 | 15.2 | 341 | 54.5 | 151 | 24.1 | 20 | 3.2 |
| Semestered | 19 | 3.2 | 82 | 13.8 | 292 | 49.2 | 183 | 30.8 | 18 | 3.0 |
| Magnet Schools | 41 | 11.4 | 98 | 27.1 | 166 | 46.0 | 51 | 14.1 | 5 | 1.4 |
| Alternative Programs | 46 | 11.0 | 144 | 34.3 | 172 | 41.0 | 50 | 11.9 | 8 | 1.9 |
| OSSD | 14 | 2.3 | 56 | 9.1 | 257 | 41.9 | 271 | 44.2 | 15 | 2.4 |

♦ Elementary Guidance Counsellor - Over half (56.3%) of the students met with their elementary guidance counsellors individually to discuss their Grade 9 choices of school/program/levels of difficulty, 33.7 percent did not, and 10.0 percent gave no answer. Most of the students (82.9%) who met with the counsellor found these meetings "helpful" or "very helpful".

♦ "Directions" Book - Eighty-four percent (84.6%) of the students received a "Directions" book, 66.0% of them were instructed in how to use it, and 74.5% found it easy to understand (Table 2).

**TABLE 2: "Directions" Book**

| | No | | Yes | | No Answer | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Received a "Directions" book | 65 | 7.8 | 701 | 84.6 | 63 | 7.6 |
| Instructed on how to use it | 213 | 25.7 | 547 | 66.0 | 69 | 8.3 |
| Easy to understand | 139 | 16.8 | 618 | 74.5 | 72 | 8.7 |

For those students who received the book, about 40 percent (40.4%) found the "Directions" book very helpful, 45.2 percent found it helpful, 10.6 percent found it not very helpful, 2.3 percent found it not at all helpful, and 1.6 percent did not answer.

♦ Visits - The questionnaire included several questions about visits to secondary schools and attending parents' nights (Table 3a).

- Visits to secondary schools - Most of the students (70.0%) said that they had visited a secondary school. About 60 percent (58.3%) visited one school, 26.6 percent visited two schools, 7.4 percent visited three schools, very few (3.1%) visited more than three schools, and 4.7 percent did not say how many schools they had visited. Over 70 percent of the students (78.5%) who visited the secondary schools found these visits "helpful" or "very helpful" (Table 3b).
- Visits to B.T.I.s - Only 13.0 percent of students visited a Business and Technical Institute. About 70 percent (68.5%) who visited the B.T.I.s found these visits "helpful" or "very helpful".
- Visits by secondary school teachers, counsellors, and/or students - Sixty percent (59.6%) of the students said that secondary school teachers, counsellors, and/or students visited their elementary schools. Slightly over 70 percent (72.1%) of the students who were visited found these visits "helpful" or "very helpful".
- Grade 8 parents' nights at the secondary schools - One third of students (32.4%) attended Grade 8 parents' nights at the secondary schools. Slightly less than twenty percent (16.7%) attended one parents' night, 10.2% attended two, 1.9% attended three, and 1.9% attended more nights. Over seventy percent (73.3%) of the students who attended these parents' nights found them "helpful" or "very helpful".
- Grade 8 parents' nights at B.T.I.s - Very few students (3.4%) attended Grade 8

parents' nights at a B.T.I.. About sixty percent (57.2%) who attended these parents' nights found them "helpful" or "very helpful".

**TABLE 3a: Visits**

| | No | | Yes | | No Answer | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Visit secondary school | 185 | 22.3 | 580 | 70.0 | 64 | 7.7 |
| Visit B.T.I. | 655 | 79.0 | 108 | 13.0 | 66 | 8.0 |
| Teacher visit your school? | 265 | 32.0 | 494 | 59.6 | 70 | 8.4 |
| Secondary school parents' night | 495 | 59.7 | 269 | 32.4 | 65 | 7.8 |
| B.T.I. parents' night | 732 | 88.3 | 28 | 3.4 | 69 | 8.3 |

**TABLE 3b: How Helpful Were the Visits ("Yes" in Table 3a only)**

| | Not at All | | Not Very Helpful | | Helpful | | Very Helpful | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Visit secondary school | 17 | 2.9 | 99 | 17.1 | 327 | 56.4 | 128 | 22.1 | 9 | 1.6 |
| Visit B.T.I. | 10 | 9.3 | 19 | 17.6 | 55 | 50.9 | 19 | 17.6 | 5 | 4.6 |
| Teacher's visit your school? | 20 | 4.0 | 102 | 20.6 | 275 | 55.7 | 81 | 16.4 | 16 | 3.2 |
| Secondary school parents' night | 14 | 5.2 | 50 | 18.6 | 153 | 56.9 | 44 | 16.4 | 8 | 3.0 |
| B.T.I. parents' night | 4 | 14.3 | 5 | 17.9 | 12 | 42.9 | 4 | 14.3 | 3 | 10.7 |

**Secondary School Students Are Presently Attending**

♦ Visit School in Spring - Two thirds of the students (68.0%) visited the school they are presently attending last spring (Table 4a). The majority (85.1%) of the students who visited their present schools found the visits "helpful" or "very helpful" (Table 4b).

♦ Receive Letter before September - Most students (73.0%) received a letter from their

present schools before September. Close to 80 percent (78.3%) found the letter they received before September "helpful" or "very helpful".

♦ Orientation Activity This Fall for Grade 9 Students - The majority of the schools (82.8%) had an orientation activity this fall for Grade 9 students. About 70 percent (69.4%) found the orientation activities in their present schools "helpful" or "very helpful".

**TABLE 4a: Orientation Activities**

| | No | | Yes | | No Answer | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Visit present school | 244 | 29.4 | 564 | 68.0 | 21 | 2.5 |
| Receive a letter | 193 | 23.3 | 605 | 73.0 | 31 | 3.7 |
| Have orientation activity | 109 | 13.1 | 686 | 82.8 | 34 | 4.1 |

**TABLE 4b: How Helpful Were the Orientation Activities ("Yes" in Table 4a only)?**

| | Not at all | | Not Very Helpful | | Helpful | | Very Helpful | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Visit present school | 15 | 2.7 | 55 | 9.8 | 313 | 55.5 | 167 | 29.6 | 14 | 2.5 |
| Receive a letter | 22 | 3.6 | 87 | 14.4 | 319 | 52.7 | 155 | 25.6 | 22 | 3.6 |
| Have orientation activity | 54 | 7.9 | 113 | 16.5 | 328 | 47.8 | 148 | 21.6 | 43 | 6.3 |

♦ Activities Offered - Most schools offered several orientation activities to Grade 9 students. Among all the orientation activities organized by the secondary schools, the students indicated that assemblies (76.5%) were the most common, followed by B.B.Q.s (49.0%), dances (44.4%), meetings with senior students (42.3%), special lunches (41.7%), and excursion outings (40.4%) (Table 4c). Some students (16.0%) said that there were other activities offered by their schools. These activities included games days both indoor and outdoor (54

responses), sports days (33 responses), play and activity days (12 responses), and picnics and camps (7 responses). A complete list is included in Appendix B.

**TABLE 4c: Activities Offered**

| | No | | Yes | |
|---|---|---|---|---|
| | N | % | N | % |
| B.B.Q. | 423 | 51.0 | 406 | 49.0 |
| Special lunch | 483 | 58.3 | 346 | 41.7 |
| Dance | 461 | 55.6 | 368 | 44.4 |
| Assembly | 195 | 23.5 | 634 | 76.5 |
| Meeting with senior students | 478 | 57.7 | 351 | 42.3 |
| Excursion outing | 498 | 59.6 | 335 | 40.4 |
| Other | 696 | 84.0 | 133 | 16.0 |

**Sources of Information**

Students were asked to evaluate how helpful the different sources of information were in gaining information about secondary school programs. A complete list is attached in Appendix C.

Overall, the most useful ("helpful" + "very helpful") sources of information came from the "Directions" book (72.4%), followed by parents (65.9%), elementary guidance counsellors (64.8%), peers (59.9%), visits to secondary schools (59.2%), Grade 8 teachers (56.7%), secondary guidance (49.9%), visits from secondary school counsellors, teachers or students (47.4%), brothers/sisters (45.2%), parents' nights at the secondary schools (28.6%), elementary teachers (27.7%), and parents' nights at the elementary schools (25.7%).

Other "very helpful" sources of information indicated by the students (Appendix D) came from friends including older friends (3 responses), and relatives including older cousins

(2 responses), and "helpful" sources from elementary principals (2 responses) and friends out of high school (1 response).

**Other Comments on Information and Activities**

Many students (105 students) made comments on visits to secondary school. Forty-two students would like to visit (some suggested actually sitting in) a Grade 9 class in process: to see what was going on in a regular day; to know what the work load was like (try out some Grade 9 work was suggested by a few); or even to have some sort of trial day where students would run through a day on a mock timetable (in groups of 4 or 5) to know exactly where their classes were. Thirty-one students said that it would be helpful to visit more schools and to have more information about other schools (B.T.I.s) on courses available and requirements. Twenty-one students thought it would be worthwhile to spend a day (one suggested 3 or 4 days) in the secondary school with the other Grade 8 students to get to know each other and to be able to talk to other senior students (Grade 9) and their new teachers before September. Other students (11 students) found that touring of the schools to familiarize themselves with the surroundings very beneficial.

More than 30 students (37 students) mentioned the importance of visits from secondary school students and teachers. Twenty-six students said that the meetings with secondary school students would help them to know what the school really was like (buddy system or pairing with a senior student was suggested by some). Five students found that it was helpful to talk to O.A.C. students. A few (5 students) said that it would be helpful for Grade 9 teachers to talk to the Grade 8 students.

Over a 100 students (105 students) commented that they would like more information on a variety of topics. Twenty-three students thought that their Grade 8 teachers should tell

the students more about work load in Grade 9, and show them how to adjust to all the work and the longer class. A few suggested that more homework, more independent study, and more difficult assignments should be given to Grade 8 students to get them prepared for Grade 9. Sixteen students felt that more information about courses with a full course outline (but easy enough to understand) should be given to them before the courses actually started. Twelve students wanted more explanations on the difference between advanced and general levels of difficulty and how they were graded, and also what performances were expected from students at each level. Ten students wanted to learn more about different types of schools (B.T.I.s, ASE, Magnet schools), courses, and about the difference in the learning program of each school. Eight students said that better instructions and more information in the "Directions" book would be helpful.

Fifteen students mentioned that a guidance counsellor (who met students individually and discussed their concerns) would have been helpful in preparing students for Grade 9. Forty-nine students said they had no comments and the information given in the orientation program was sufficient. Many students suggested activities for Grade 9, and there were also miscellaneous comments from individual students listed in Appendix E.

## SURVEY INSTRUCTIONS

*To counsellor administering the survey.*

1. Gather the selected grade 9 students* together in one room to do the survey. It should take 15-20 minutes; but, please allow the students extra time if they need it.
2. If a selected student is absent that day, choose the next name on the home form/class list to do the survey.
3. Explain to the students that this is a survey not a test. It is designed to help the 8 to 9 Orientation Committee get feedback on how effective our orientation program has been. The results will be used to modify the present program for the coming year.
4. Please read the survey question by question to the students and explain terms or ambiguities as you come to them. As you read each question, please talk about each item (e.g. O.S.S.D. - what it is, what the letters mean, etc.). Take a copy of Directions so that you can show it to the students.

   Please note: General Information section. The question concerning the level at which courses are taken - most means five out of eight courses or the majority of compulsory credits.

*These students should have been in grade 8 last year.

**Administering the Survey**

1. Students should not put their name or school name on the survey.
2. All students must fill out the General Information section. Please circle your response. (Emphasize this point). Students who were not in Scarborough or Canada for their grade 8 year should finish General Information and then complete parts B and C.
3. Explain the scale on the right-hand side of the questionnaire to the students. They are to circle a number from 1 (not at all) to 4 (very helpful) which best reflects how helpful the specific information was in making their decisions on school, program or levels of difficulty. If the student checks the "NO" box, then he/she should select the "NOT APPLICABLE" option on the far right-side. Please explain the term "Not Applicable".
4. Please read the following statement to the students before you begin.

   You have been especially selected to do this survey for the Scarborough Board of Education. It is important that you do all the parts of the survey that you are supposed to and that you are honest. The results from all the surveys across Scarborough will be used to make changes to our 8 to 9 Orientation program so that we can better prepare grade 8 students for their secondary school.
5. After students complete the survey, collect them and send them in the provided envelope to Clara Ho, Research Department, Level 2.

Thank you for your assistance.

The 8 to 9 Orientation Committee.

Dianne Gillies, Guidance
Student and Community Services

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**8 TO 9 ORIENTATION**
**STUDENT SURVEY**

General Information

| | | | |
|---|---|---|---|
| In grade 8, I was in a: | K-8 School<br>Senior School<br>Not in Scarborough<br>Not in Canada | ☐<br>☐<br>☐<br>☐ | } If you circle either 3 or 4, complete only General Information and Parts B and C. |
| I am presently in a: | Collegiate ☐ | Business and Technical Institute ☐ | |
| My school is: | Semestered ☐ | Non-Semestered ☐ | |
| I am taking most of my courses at the | ☐ Advanced | ☐ General | ☐ Basic |
| I am taking other courses at the | ☐ Not Applicable | ☐ Advanced ☐ General ☐ Basic<br>(level of difficulty) | |

## PART A.

**From the orientation program during your Grade 8 year,**

**How helpful was this information in making your decision on school/program/level of difficulty?**

| | | (Not at all Helpful) | (Not Very Helpful) | (Helpful) | (Very) Helpful) |
|---|---|---|---|---|---|
| 1. | Did you learn about: | | | | |
| | a) Levels of Difficulty ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |
| | b) Business and Technical Institutes ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |
| | c) Collegiates ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |
| | d) Semestered/ Non-Semestered Schools ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |
| | e) Magnet Schools (Wexford Art; Birchmount, Special Athlete) ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |
| | f) Alternative Programs (King, ASE II) ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |
| | g) OSSD (diploma) requirements ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |
| 2. | Did you meet with your elementary guidance counsellor individually to discuss your grade 9 choice of school/program/levels of difficulty ☐1 Yes ☐2 No | 1 | 2 | 3 | 4 |

| | | How helpful was this information in making your decision on school/program/level of difficulty? (Not at all Helpful) | (Not Very Helpful) | (Helpful) | (Very Helpful) |
|---|---|---|---|---|---|
| 3. Directions Book | | | | | |
| a) Did you receive a Directions Book? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| b) Were you instructed in how to use it? | [1] Yes [2] No | | | | |
| c) Was it easy to understand? | [1] Yes [2] No | | | | |
| 4. Visits | | | | | |
| a) Did you visit any secondary schools during the day? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| How Many [ ] | | | | | |
| b) Did you visit a Business and Technical Institute during the day? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| c) Did any secondary school teachers, counsellors, students visit your elementary school? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| d) Did you attend any Grade 8 Parents' Nights at the secondary school? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| How Many [ ] | | | | | |
| e) Did you attend any Grade 8 Parents' Nights at a Business and Technical Institute? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| **PART B** | | | | | |
| 5. Secondary School Presently Attending | | | | | |
| a) Last spring did you visit the school you presently attend? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| b) Did you receive a letter from your present school before September? | [1] Yes [2] No | 1 | 2 | 3 | 4 |
| c) Did your present school have an orientation activity this fall for Grade 9 students? | [1] Yes [2] No | 1 | 2 | 3 | 4 |

If yes, please check which activities were offered at your present school:

i) ☐ B.B.Q.
ii) ☐ special lunch
iii) ☐ dance
iv) ☐ assembly
v) ☐ meeting with senior students (teen counsellors, peer helpers)
vi) ☐ excursion outing
vii) ☐ other (please specify) _____

## PART C

6. Please rate the following as to how helpful they were to you in gaining information about secondary school programs in Scarborough.

| | | (Not at all Helpful) | (Not Very Helpful) | (Helpful) | (Very Helpful) | (Not Applicable) |
|---|---|---|---|---|---|---|
| a) | Grade 8 teacher | 1 | 2 | 3 | 4 | 0 |
| b) | Elementary guidance counsellor | 1 | 2 | 3 | 4 | 0 |
| c) | Elementary teachers before Grade 8 | 1 | 2 | 3 | 4 | 0 |
| d) | Parents | 1 | 2 | 3 | 4 | 0 |
| e) | Brothers/sisters | 1 | 2 | 3 | 4 | 0 |
| f) | Peers | 1 | 2 | 3 | 4 | 0 |
| g) | Visits to secondary schools | 1 | 2 | 3 | 4 | 0 |
| h) | Visits from secondary school counsellors, Teachers or Students | 1 | 2 | 3 | 4 | 0 |
| i) | Directions Book | 1 | 2 | 3 | 4 | 0 |
| j) | Grade 8 Parents' Night at the elementary school | 1 | 2 | 3 | 4 | 0 |
| k) | Grade 8 Parents' Night at the secondary school | 1 | 2 | 3 | 4 | 0 |
| l) | Secondary Guidance Counsellor | 1 | 2 | 3 | 4 | 0 |
| m) | Other (please specify)_____ | 1 | 2 | 3 | 4 | 0 |

7. What other information or activities would have been helpful in preparing you for Grade 9?

_____

_____

_____

_____

**Appendix B** - Other Orientation Activities in Grade 9

| | |
|---|---|
| 54 | Games day - both indoor and outdoor, group or co-operative |
| 33 | Sports day - suggested sports included volleyball, bowling, obstacle course, walkathon, cricket, skiing |
| 12 | Activity day - play and fun day |
| 7 | Camping and picnics |
| 5 | Carnivals |
| 5 | Scavenger and treasure hunts |
| 5 | Buy outs |
| 2 | Movies |
| 2 | Spirit week |
| 2 | Competition and contests |
| 1 | Talent show |
| 1 | Fashion show |
| 1 | Drama |
| 1 | Science fair |

**Appendix C** - How Helpful Were These Sources of Information

| | N.A. or No Answer | | Not at All | | Not Very Helpful | | Helpful | | Very Helpful | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Grade 8 teacher | 57 | 6.9 | 109 | 13.1 | 193 | 23.3 | 315 | 38.0 | 155 | 18.7 |
| Elementary guidance | 77 | 9.3 | 77 | 9.3 | 138 | 16.6 | 320 | 38.6 | 217 | 26.2 |
| Elementary teacher | 135 | 16.3 | 234 | 28.2 | 230 | 27.7 | 171 | 20.6 | 59 | 7.1 |
| Parents | 49 | 5.9 | 64 | 7.7 | 170 | 20.5 | 328 | 39.6 | 218 | 26.3 |
| Brother/sister | 158 | 19.1 | 187 | 22.6 | 110 | 13.3 | 182 | 22.0 | 192 | 23.2 |
| Peers | 66 | 8.0 | 64 | 7.7 | 202 | 24.4 | 380 | 45.8 | 117 | 14.1 |
| Visits to secondary schools | 101 | 12.2 | 75 | 9.0 | 162 | 19.5 | 363 | 43.8 | 128 | 15.4 |
| Visits by secondary counsellors, teachers etc. | 159 | 19.2 | 104 | 12.5 | 173 | 20.9 | 301 | 36.3 | 92 | 11.1 |
| "Directions" book | 54 | 6.5 | 53 | 6.4 | 122 | 14.7 | 345 | 41.6 | 255 | 30.8 |
| Parents' night elementary schools | 227 | 27.4 | 164 | 19.8 | 225 | 27.1 | 178 | 21.5 | 35 | 4.2 |
| Parents' night secondary schools | 276 | 33.3 | 157 | 18.9 | 159 | 19.2 | 183 | 22.1 | 54 | 6.5 |
| Secondary guidance | 175 | 21.1 | 88 | 10.6 | 152 | 18.3 | 292 | 35.2 | 122 | 14.7 |

**Appendix D** - Other Useful Sources of Information

Very Helpful

| | |
|---|---|
| 3 | Friends - including older friends and friends out of high school |
| 2 | Relatives - older cousins |

Helpful

| | |
|---|---|
| 2 | Elementary principal |
| 1 | Friends out of high school |
| 1 | Videos |
| 1 | Seminars |

**Appendix E** - Other Comments on Information or Activities

Visit to secondary schools

| | |
|---|---|
| 42 | Visit (some suggested actually sitting in) a Grade 9 class in process and see what's going on in a regular day and know what's the work load (try out some Grade 9 work was suggested by a few); have some sort of trial day where students run through a day on a fake or mock timetable (in groups of 4 or 5) to know exactly where your classes were |
| 31 | Visit more schools and have more information about other schools (B.T.I.s) on courses available and requirements |
| 21 | Spend a day (one suggested 3 or 4 days) in the secondary school with the other Grade 8 students (old and/or new) so we can talk to and get used to each other; and to be able to talk to senior students (Grade 9) and our new teachers before September |
| 11 | Touring the schools to familiarize themselves with the surroundings |

Visit from secondary school students and teachers

| | |
|---|---|
| 26 | Meetings with or visits from secondary school students (or SAC) to tell you how the school really is (buddy system or pairing with senior student suggested by some), and inform them what the teachers were expecting from the Grade 9 students. |
| 5 | Being able to talk to O.A.C. students was very helpful |
| 5 | It would be helpful for Grade 9 teachers to speak with the Grade 8 students and inform them about their expectations in the students in Grade 9 |
| 1 | Having people from public secondary school visit Catholic elementary schools and not only public schools |

More information on the following

| | |
|---|---|
| 23 | Grade 8 teachers should tell students more about work load and what the students would be doing in Grade 9; and show us how we can get used to all the work and getting used to the longer class (a few suggested more homework, more independent study and difficult assignments in Grade 8); and what would be expected of the students in Grade 9 (Grade 8 teacher too lenient) |
| 16 | More information about courses; a full course outline should be provided before the course is taken and course outline should be easier to fill out |
| 12 | Explain the difference between advanced and general levels of difficulty and how we were graded; also what performances are expected from students |
| 10 | More information about different types schools (B.T.I.'s, ASE, Magnet schools), courses, and explain the difference in the learning program for each school; may be a little work-shop on different courses and a chance to experience the school |
| 8 | Better instructions and more information in the "Directions" book |
| 4 | Students should see more films about secondary schools |
| 3 | More on credits system and OSSD requirements |
| 3 | Learn more about high school events and activities; should be encouraged to use them e.g., computer labs, weight training room |
| 3 | Information on up coming tests, exams, P.D. days, and timetable and make sure it is correct |

| | |
|---|---|
| 3 | Explain how to study for and write exams; how to memorize better |
| 2 | Telling us how to skip works before coming to Grade 9 |
| 2 | Explain more about semester system |
| 2 | Telling how much counted for your final mark and how hard it is |
| 2 | Information about careers; books about each career and what subjects to take when entering Grade 9 and up |
| 2 | A map of the secondary school |
| 1 | It would have been helpful if it was specified the exact time the first day of school began |
| 1 | Everyone deserves a chance to try the general level first and if they are having difficulties then changes should be made |
| 1 | Choose the level of difficulty according to your ability e.g. if you choose general don't let your friends affect your decision |
| 1 | Tell students about core classes and getting Grade 8 teachers to prepare you for Grade 9 |
| 1 | Private interview with teachers assigned to subject chosen |
| 1 | More about special programs |
| 1 | More knowledge about computer and business |
| 1 | An idea of what our report cards are like |
| 1 | More information on Maths and English |
| 1 | Hand out workbooks for classes |

Guidance Counsellors

| | |
|---|---|
| 15 | A helpful guidance counsellor (who meets students individually) would have been helpful in preparing students for Grade 9 |
| 1 | Speaking to the elementary students instead of giving them so much paperwork to read on their own |
| 1 | I think we should get a chance to go and talk to the counsellor in the secondary school. There is one thing I'm not satisfied about? How come ESL students always get to go to field trips and we don't. |
| 1 | The school I went to last year needs a new guidance counsellor and a new principal because they are not fair and something should be done about it |
| 1 | For secondary guidance counsellor to interview each and every Grade 9 student in September. |

Information given in the orientation program

| | |
|---|---|
| 25 | Nothing more |
| 24 | I think my school had given me all information I needed |
| 5 | Good detailed information from the "Directions" book |
| 1 | My maths teacher has done a good job to prepare me for Grade 9 |

Activities

| | |
|---|---|
| 18 | more in-depth orientation (longer time for answering questions from students); may be a second time in June or before September (especially for newly arrived immigrant or visa students) |
| 10 | Dances and parties in Grade 9 |

| | |
|---|---|
| 10 | more activities for Grade 9 to make them more comfortable with each other |
| 5 | More information given in assemblies; and make assemblies more interesting |
| 3 | More field trips |
| 3 | Lunch time program e.g. sports, BBQ |
| 3 | Summer school |
| 3 | Have something better on the first day than hot dog (cold) |
| 2 | More parents' nights |
| 2 | Slave day |
| 2 | Should warn us about Grade 9 initiation at an earlier date |
| 1 | Should inform us about special rules (in King) |
| 1 | Treat orientation students like high school students. |
| 1 | On the first day meet people from the school and know their names |
| 1 | Not so many pool sessions in the gym classes |

Miscellaneous Comments

| | |
|---|---|
| 3 | Special test or some sort of quiz to prepare students for Grade 9 |
| 1 | Talking to students who had been to orientation was helpful |
| 1 | Make the orientation class more interesting; and it would be more helpful if I paid more attention in the class |
| 1 | The Grade 9 activity day was real drag (too immature) |
| 1 | Would be better if I knew what school I was going to go to before September |
| 1 | Taking part in elementary school activities and the principal from last year talked to me |
| 1 | I think some students from high school should be to the senior schools |
| 1 | Not much because I haven't been here for very long |
| 1 | My teacher could have helped us more with maths and French, a trip to Quebec could be helpful with our French |
| 1 | Tell what class they will be in |
| 1 | Things that would be helpful is if Catholic schools can give students an option of public high school and not just to ignore it |
| 1 | Helping me more about picking my school that would be right for me |
| 1 | They don't tell you your future if you don't take all advanced courses until it's too late. They also don't tell you about the students, everything is hidden until you come here and find out what the school is really like |
| 1 | It would help if my teachers had told me more about what was different about the French immersion program and other types of classes |
| 1 | Teachers shouldn't pressure student to take general subject if you're not that good. I took advanced, and I'm doing fine |
| 1 | More credits for gym class, and be paid for athletic activities |
| 1 | I came from a separate school board system. We didn't get much information |
| 1 | In Hong Kong Grade 8 and Grade 9 students are in the same college |
| 1 | I wish I had more friends that came to this school. That would have helped me a lot. But there were a lot of nice people that help |
| 1 | It would have helped if we knew where to receive our King clothes ahead of time |
| 1 | If my elementary teachers were more understanding it would have been helpful in preparing me for Grade 9 |
| 1 | More shorten day |
| 1 | More of a mix in a classroom. I keep getting the same people in my classes |